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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions for using the newspaper to teach remedial reading to junior high school students. Program A discusses a reading program built on motivation and contemporary materials to reach students who are completely turned off by standard reading books. Program B describes teaching literature and developmental reading to seventh and eighth grade students of mixed abilities, and also contains a suggestion that the newspaper has high potential for individualized instruction. (SW)

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using your daily newspaper to teach **REMEDIAL READING**

An educational project of the
Hawaii Newspaper Agency, Inc.

This booklet contains two programs for teaching reading to intermediate level students using the newspaper as the main text.

Program A is the result of six weeks' work by Mrs. Florence Wong at Kaimuki Intermediate School with slow readers. The background of the plan is interesting.

Mrs. Wong taught reading during the school year 1969-70 after being a librarian for ten years. She had had no previous experience as a reading teacher.

She said that she soon found out that the students with whom she was working had been completely "turned off" standard reading books. They did not want to read any of the "accepted" books and so did not read anything. With the complete cooperation of her principal, Young Yee Ko, she devised a reading program built on motivation and contemporary materials.

Program A is an outline of the work she did with the daily newspaper.

Program B is the work of Mrs. Barbara Bowling, a teacher of literature and developmental reading to seventh and eighth grade students at Holualoa School on the Big Island. Her students were of mixed ability and she classified the newspaper as having "high potential for individualized instruction."

The assignments she gave her classes were devised as a basic introduction to the newspaper.

Both teachers said the newspaper is an "extremely useful" tool in teaching reading. Mrs. Wong said that the use of the newspaper led, also, to better compositions as the children learn the best way to present facts to the reader.

Mrs. Bowling called the use of the newspaper "a step closer to teaching what is real."

Both teachers attended a two-week university summer course on using the newspaper in the classroom. Each had gained from that considerable background about the newspaper.

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PROGRAM A

TEACHER: Mrs. Florence Wong
No previous experience in teaching reading

SCHOOL: Kalmuki Intermediate School in Honolulu

STUDENTS: 7th and 8th grade slow readers

LENGTH OF COURSE: Six weeks

OBJECT: To help the students want to read and to lead them into using library reference tools.

COMMENT: This is basic material which was extremely successful with these youngsters. Teachers should not plan to use it slavishly but rather each should adapt it for his own particular class.

I. INTRODUCTION

The newspaper was introduced as a living textbook. A speaker from the paper spent time with the class describing what goes into a newspaper and showing how news is gathered.

Introductory questions included:

What two daily newspapers do we have in Honolulu?
Are there other papers available? What kinds?
What are their purposes?
What are their differences?

Students brought other newspapers from home to class for more complete comparisons and additional discussion.

Students read the morning newspaper, The Honolulu Advertiser, for half a period each day to become familiar with the newspaper and to find enjoyment in reading what they wanted.

II. HEADLINES

Sections A, B, C, D treated as Chapters 1, 2, 3, 4 in a textbook.

Today's index is the index for the living textbook.

Publisher and copyright date equal masthead.

Title is the same as the nameplate.

(Similarities between book and newspaper structure were stressed with emphasis on the advantages in ease of reading and variety of material in the newspaper.)

Discussion of banner headlines, regular headlines, location of articles which go with the banner headlines, datelines and by-lines.

Assignment

Find three international headlines
three national headlines
three local headlines

Cut and paste or staple to note paper with the answers to these questions:

1. Who or what is the article about?
2. Where is it happening?
3. When is it happening?

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4. In one to three sentences summarize:
   a. What is happening
   b. Why it is happening
   c. How it is happening

(To do No. 4, try to select the most important facts which match either the headline or the lead.)

III. BIG NEWS

Discuss types of news -- international news, national news and local news.

The students use classroom maps to locate all new places. Special recognition was given to those students who found this information.

Assignment

Find three international news items
three national news stories
three local news articles

Cut and paste or staple to note paper with the answers to the following questions:

1. Who or what is the article about?
2. Where is it happening?
3. When is it happening?
4. In one to three sentences summarize:
   a. What is happening
   b. How it is happening

(Try to select the most important facts which match the lead paragraph.)

IV. SPORTS NEWS

Discuss kinds of sports stories covered by the newspaper.

Assignment

Find one international sports article
one national sports article
three local sports articles

Cut and paste or staple to note paper with answers to the following:

1. What teams are involved?
2. Where are they playing?
3. When is the meet being held?
4. What are the results of the meet? (Scores)
5. Name the outstanding player and the play featured in the article.

V. SOCIETY NEWS

Discuss the kinds of society news covered by the paper.

Assignment

Find three society news articles
one engagement announcement with picture
one wedding story with picture
a choice of one article from the following: birthday party, baby luau, bridal or wedding shower, fashion show, benefit party, beauty queen contest.

With your choice, attach matching picture and answer the following questions:

1. Who or what parties are involved?
2. Where is the event taking place?
3. When is the event taking place?
4. What kind of social news item is your article?

VI. EDITORIALS AND CARTOONS

Discuss the masthead on the editorial page.
the difference between straight news and editorial writing.
Slanted writing.
The purpose of letters to the editor, plus content and origin.
The reason for cartoons on the editorial page and the value of such.

Assignment

Study the daily cartoons throughout a week and discuss in class.

Locate articles related to the editorial cartoons.

Find at least one article in the week's news related to one cartoon which you feel you understand.

Cut and staple to your note paper the cartoons with the accompanying news article. Special recognition will be given to those who find more than one such combination during the week.

VII. ADVERTISING

Discuss the value of advertising to the newspaper and the kinds of advertising found in the daily newspaper.

Assignment

You are given $100 to spend on the following:

$25 for food from three different markets
$50 for clothing from two stores
$25 for second hand goods selected from the classifieds

Outline the first two as follows:

Item Selected
Price in Advertisement
Total Cost
Market

For the classified ad, use the following:

Item Selected
Price in Advertisement
Person's Name and Address as Listed

VIII. COMICS

Discuss purpose of the comic strip.

Assignment

1. Select your favorite comic strip character and either draw it or cut it from the paper.

2. Explain in not more than five sentences why you like this character.

3. Write down what you have learned from this particular character.

* * * * * * * * *

The above was the basic unit. The students continued to do news assignments throughout the year. Each student kept a special news chart on which he recorded all his assignments plus extra work for which he received extra credit.

Following are additional credit tasks. Students earned extra points from doing them.

1. Match headlines to news articles drawn from a box of current news stories. The headlines have been tacked to the bulletin board. When the student reads an article, he goes to the bulletin board and removes the headline which he believes best fits his article.

2. Select and match editorial cartoons with news stories.

3. Match wire photos on the bulletin board with news articles cut from the paper.

4. Arrange paragraphs which have been cut apart into a news story.

5. Underline five new words in a straight news or sports story. Find the best synonyms in a dictionary and write them out.

6. Find five places of interest in news stories. Locate the city or state or country named and give one important piece of information about the place. Use the encyclopaedia, atlas or world almanac.

7. Select five names from news or sports stories and identify them with work being done which makes them important enough to be included in the encyclopaedia, the world almanac, the biographical dictionary or who's who?

8. Select one piece of entertainment for the week. Write three sentences explaining why you made the selection.

9. Make purchases from the ads in the paper, the amount for each not to exceed $1.00. (a) food (b) clothing (c) household furnishings.

10. Select your favorite comic strip character and put him in a cartoon suggesting some school situation which could merit an editorial.

FOLLOW-UP

Immediately following the newspaper unit and while the students continue with discussion of current events and work on the extra credit tasks, they also move into the development of library skills. This covers ten weeks with the following things being covered in the following order:

First Week: The Dictionary, Definitions and Synonyms.

Second Week: The biographical dictionary and the geographical dictionary for learning about outstanding people and important places.

Third Week: Who's Who and Junior Authors to learn about current biographies and current authors.

Fourth Week: The World Almanac to learn about places mentioned in newspapers and magazines.

Fifth Week: The Atlas for place locations and distances.

Sixth Week: The Encyclopaedia for finding information quickly; for skimming.

Seventh Week: The Encyclopaedia for general information.

Eighth Week: Making a bibliography.

Ninth Week: Learning how to use the Reader's Guide to Periodical Literature.

Tenth Week: Learning how to use the Index to find local newspaper stories.

Mrs. Wong planned two tours: a visit to the News Building to see the operation of The Honolulu Advertiser and the Honolulu Star-Bulletin; a visit to the Library of Hawaii to acquaint students with the reference and periodical sections of the library.

PROGRAM B

TEACHER: Mrs. Barbara Bowling

SCHOOL: Holualoa in the Kona area of the Big Island

STUDENTS: 7th and 8th grade of heterogeneous grouping

LENGTH OF COURSE: Two weeks

OBJECT: To learn about the newspaper itself as motivation for reading.

COMMENT: Mrs. Bowling has developed a Unipac on the newspaper.

She suggests the newspaper be taught at three levels:

1. An Introduction to the Newspaper
2. More about Newspapers
3. Understanding the News

Her own evaluation of her use of the newspapers was that she would probably plan another time for more pre- and post-discussion. She said that we must use newspapers in classrooms if 18 year-olds are going to be allowed to vote.

The assignments which follow were not used always in this order. The interests of the students often led to the next assignment.

The upper case headings were the discussion topics for each lesson.

I. NEWSPAPERS ARE ORGANIZED TO MAKE IT AS EASY AS POSSIBLE FOR THE READER TO LOCATE INFORMATION.

1. Clip for your scrapbook the index from a daily newspaper. Clip from the same paper a sample of each of the items listed in the index.

2. Follow a story that begins on the front page and continues into another section. Put the complete article in your scrapbook.

   Just for the fun of it: Do the same project for another local daily. Do the same project for a local weekly.

   (A few had trouble locating some columns or items. It took some students two or three days to complete the assignment.)

II. MANY DIFFERENT TYPES OF PICTURES ARE USED IN NEWSPAPERS TO MAKE READING INTERESTING.

1. Cut out ten pictures from the newspaper. Try to include pictures containing crowds; one person; three-to-five people; scenes; buildings; maps; graphs; animals; objects; sketches. Include the caption with the picture. If possible, cut out the first paragraph of the story the picture is about.

   (Mrs. Bowling's comment: Maybe too much work but it made the point that there are lots of subjects and lots of different kinds of pictures in each issue.)

2. Cut out five pictures of something you'd like to buy or would be willing to spend money for.

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3. Cut out at least one cartoon that you like. Cut out one comic strip in which the story is continued from day-to-day. Cut out one comic strip which tells the story in one day. Paste the pictures in your scrapbook under one of these headings:

   Pictures Help Tell Story
   Pictures Try to Make You Buy Something
   Pictures Are to Entertain You

   Just for the fun of it: Cut out ten pictures. Cut off the captions. Ask a friend to try to match the pictures with the correct captions.

III. A NEWSPAPER PUBLISHES CERTAIN COLUMNS AT REGULAR INTERVALS

Cut out the titles of as many columns as you can find. You should find at least 20. Paste them in your scrapbook.

Just for the fun of it: Cut out one of the daily columns each time it appears for two weeks.

IV. VARIOUS TYPES OF NOTICES ARE PUBLISHED IN THE PAPER

Cut out for your scrapbook ten different kinds of notices.

V. SPECIAL TYPES OF NEWS ARE CARRIED IN THE WOMEN'S SECTION OF THE PAPER

Clip and paste in your notebook a sample of each different kind of news item from the women's section. They should include fashion; recipes; engagement or wedding; social event; housekeeping hints; feature stories; advertisements.

VI. CERTAIN TYPES OF NEWS ITEMS ARE CARRIED IN THE SPORTS SECTION

1. Clip pictures of five or six different sports.

2. Make a collection of headlines from 15 to 20 sports events.

   Just for the fun of it: Clip the story of the same sports event from three or four different newspapers.

VII. OPINIONS FOR AND AGAINST NEWS ITEMS ARE WRITTEN BY DIFFERENT PERSONS AND ARE FOUND ON THE EDITORIAL PAGE

(Mrs. Bowling: This was difficult for many during the basic introduction to the newspaper.)

1. Cut and paste in your scrapbook a cartoon that is for something and a cartoon that is against something.

2. Cut and paste in your scrapbook a letter to the editor praising something.

3. Cut and paste in your scrapbook an editorial expressing ideas in favor of something and one expressing a feeling against something.

4. Cut and paste an article either for or against something written by a guest author.

   Just for the fun of it: Make a collection of editorial cartoons you like. Write a letter to the editor telling him how you feel about something. Find a letter to the editor you disagree with. Ask several friends how they feel about the letter.

VIII. NEWS OF LOCAL INTEREST, NATIONAL INTEREST AND WORLD-WIDE INTEREST IS FOUND IN A DAILY NEWSPAPER

1. Cut out a story that would be of interest only to someone living in Hawaii.

2. Cut out a story that happened somewhere in the United States other than Hawaii.

3. Clip the names of 15 to 20 cities not in the United States that appear in the datelines of stories.

IX. ADVERTISING MAKES POSSIBLE THE LOW COST OF A NEWSPAPER TO THE READER

1. With a crayon draw a big X across every advertisement in the entire paper.

2. Add together all the pages of advertisements. Estimate how much income is made from one page of classified ads. Is this per day or per week?

X. THE WANT AD SECTION CARRIES A WIDE VARIETY OF ITEMS FOR SALE, REPRESENTING A WIDE SECTION OF THE COMMUNITY

With a crayon, draw a ring around all the index numbers showing the different kinds of things for sale.

Tear out the entire want ad section and punch holes to file in your scrapbook.

Just for the fun of it: Find a job for which you qualify. Find a job for which you wish to be qualified. Use the form in the newspaper to write an ad to sell something you have but no longer want.